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AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. FINAL REPORT.

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THE AIDES FOR ADULT EDUCATION WORKSHOP (FEBRUARY 10-MAY 20, 1967) WAS HELD IN CLEVELAND, OHIO BY CLEVELAND COLLEGE AND THE PUBLIC SCHOOL SYSTEM TO DEVELOP BETTER CLASSROOM COMMUNICATION AND A MORE INTENSIVE LEARNING SITUATION FOR DISADVANTAGED ADULT STUDENTS. TWENTY WELFARE RECIPIENTS, ALMOST ALL NEGRO WOMEN, WERE SELECTED FOR AIDE TRAINING ON THE BASIS OF VERBAL ABILITY, READING COMPREHENSION, INTERPERSONAL ATTITUDES, AND ATTITUDES TOWARD EDUCATIONAL INSTITUTIONS AND COMMUNITY ORGANIZATION. EXPERIENCED TEACHERS IN PUBLIC SCHOOL ADULT EDUCATION WERE CHOSEN FOR THE PROJECT ACCORDING TO SUCCESSFUL CLASSROOM PERFORMANCE, INTEREST IN A TRAINING PROJECT, AND A FELT NEED FOR THE HELP OF AN AIDE. WORKSHOP ACTIVITIES WERE DESIGNED TO GIVE BOTH AIDES AND TEACHERS AN OVERVIEW OF ADULT BASIC EDUCATION, CURRICULUM MATERIALS, CLASSROOM ORGANIZATION, AND PROCEDURE. AN EVALUATION OF CLASSES WITH AND WITHOUT AIDES SHOWED THAT WITH AIDES, MORE INDIVIDUAL HELP IS GIVEN, AND TEACHERS LECTURE MORE AND ANSWER QUESTIONS LESS. THE TEACHERS THEMSELVES FELT THAT THEY COULD EFFECTIVELY HANDLE LARGER CLASSES WITH AIDES. (THE DOCUMENT INCLUDES APPENDIXES AND WORKSHOP STATISTICS.) (LY)

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CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

CLEVELAND PUBLIC SCHOOLS
DIVISION OF ADULT EDUCATION

AIDES FOR ADULT EDUCATION

A Training Program funded by the Ohio Board of Regents
under Title I of the Higher Education Act.

Final Report
by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PURPOSE:

The overall purpose in developing and planning the Aides for Adult Education Workshop was to develop better classroom communication and a more intensive learning situation for the adult students in attendance.

COMPOSITION OF PARTICIPANT GROUPS:

Twenty trainees were selected, of whom eighteen were women and two were men. After two weeks the men dropped out, and were replaced by women. The age range of the participants was twenty-five to fifty-five years. The Division of Adult Education requested mature aides, and experienced individuals were recruited, especially aides from the current Teacher Assistant Training Program.[1] It may be hypothesized that the reason we did not have male enrollment in the program was that it is rather difficult to persuade men to take such training. Once they have cut the ties with school, most men tend to seek vocational opportunities which are more typically masculine than assistance in a classroom situation.

SELECTION AND RECRUITMENT:

The trainees were chose mainly from the indigenous poor from the East Side and West Side of the city and were recipients of public assistance. The criteria for selection were adapted from the criteria indicating success in the Teacher Assistant Training Program for elementary school children. Among the criteria, the following formed some of the basis for screening:

1) verbal ability
2) Reading comprehension
3) Attitude toward people
4) Attitude toward peers
5) General attitude toward educational institutions and community organization

The trainees were interviewed by the director who approached them in terms of their interest in participating in the program in accordance with the selected criteria. Of twenty trainees, eighteen were Negroes and two were white.

1. (The Teacher Assistant Training Program, also held under the auspices of Case Western Reserve University, was funded by the Title V Office of the Cuyahoga County Welfare Department as an Economic Opportunity Act Program, October, 1966 - March, 1967. Eighty ADC and ADCU clients were trained as teacher assistants for elementary schools in the city of Cleveland.)

SETTING:

Classroom and office space were provided by Cleveland College of Case Western Reserve University. Faculty members from the University, and outside professional persons gave consultations in a number of specialties. The on-the-job training for the teacher aides took place in twelve adult evening schools. Academic courses and core group experiences were conducted at Cleveland College of Case Western Reserve University.

STAFF:

The staff consisted of the project director, assistant director, and a secretary. There was part-time involvement of eight professional consultants during the workshop. These consultants included people who were themselves experienced in various fields of education, human services, and who were familiar with the basic education requirements of the Cleveland Public Schools.

WORK EXPERIENCE:

Prior to opening of the workshop project, a meeting with the teachers was held to explain the nature of the program and determine how the aide-trainee could be best utilized in the classroom. Subsequently, an orientation program was also held with the cooperating teachers and aides. In addition, a meeting was held with the evening school principals to explain the program.

As the aides began their work experience, class observations by the director revealed considerable variations in the role and functions of the aides. It was noted that the degree of responsibility given to the aide, and the extent of involvement with the adult student, appeared to be peculiar in each situation, varying in accordance with the personality of the teacher, the ability of the aide and the particular needs of the adult student.

Some teachers appeared to use the aides primarily for checking papers, running duplicating machines, preparing bulletin boards and taking reports to the main office rather than in direct contact with the student. However, the majority of the teachers utilized the services of their aides by having the aide tutor or instruct an individual or small groups who appear to need this type of help.

PROGRAM DESCRIPTION:

The purpose of the program was to increase the opportunity and the quality of basic education for the disadvantged adult. The program was developed in cooperation between Cleveland College of Case Western Reserve University and the Division of Adult Education of the Cleveland Public Schools. The plan was to train twenty aides for adult basic education classes who could perform the necessary classroom task of a non-professional nature which would free the professional teacher to concentrate on professional functions, thus enabling the teacher to instruct larger classes more effectively. Objectives of the project were:

1) To delineate existing classroom tasks which could appropriately be delegated to trained aides.
2) To discover additional ways in which aides could further the educational process.
3) To develop in the trainees those attitudes, understandings, and skills necessary in order to perform the designated task.
4) To help teachers make use of the services of the aides.
5) To acquaint aides with an elementary understanding of how adults learn, what helps and what hinders.

Experienced teachers were selected from among those who were employed by the Cleveland Board of Education basic education classes. Criteria for selection of the teachers who were to work with the aides included the following:

1) Successful performance in the classroom.
2) Interest in a training project.
3) An anticipated need for and the help of an aide.

STRUCTURE OF THE PROGRAM:

In the initial stages, the general plan was to devote Saturday mornings to the workshop experiences. Core group experience took place during a part of each of the workshops. During this time, the trainees and cooperating teachers were divided into groups according to classroom level to facilitate discussion.

The workshop activities were centered around the need to familiarize the aide, along with the teacher, with an over-view of adult basic education, curriculum, materials, classroom organization, and procedure.

At the start of the project, each aide spent six hours in directed observation in the classroom with the cooperating teacher.

EVALUATION:

An evaluation of this project was carried out concomitantly with the training program itself. The purpose of this evaluation was to determine the effects of teacher aides on the adult education classes, both the students and the teachers. We were interested in the answers to such questions as: Does the addition of teacher aides affect student achievement? Do they facilitate the teachers' task? Do they make larger classes possible without loss of teacher effectiveness? Do the students behave differently in class when aides are present?

Data Collected by Psychologist Evaluator:

Raters were sent to classes with and without aides, and ascertained what went on in them by means of an objective checklist. The complete data and categories can be seen in Appendix B. There were 13 rater visits to classes with aides early in the program, and 12 late in the program. There were 18 visits to control classes without aides. Each visit lasted 20 minutes, during which time 16 observations of each of the following were made: teacher behavior, aide behavior (where applicable), collective behavior of the class, and individual behavior of members of the class chosen in a structured random manner. After an initial training period, reliability ranging from .87 to 1.00 was obtained for the checklist when the same class was simultaneously rated by 2 observers.

The highlights of the differential data for classes with aides obtained in this manner are as follows:

1. More individual help is given.
2. Teachers lecture more and answer questions less (presumable because individual help replaces the asking of questions before the whole class).

3. Pupils socialize less with one-another, but seem idle more.
4. As the program progresses, teachers with aides do more clerical work, while the aides do less.

Both teachers and aides were given a series of Likert items at the beginning and end of the program. The complete data are reported in Appendices C and D. The most salient findings are related here:

Both teachers and aides indicated at the beginning of the program that they expected the effectiveness, efficiency, and morale in the school situation to improve; at the end of the program, these expectations had been confirmed, and in some cases exceeded (See Appendix C). At the end of the program, the average teacher rated his aide as "fairly effective" in the tasks assigned (helping pupils, doing clerical work, working with materials, etc.). The teachers' consenses was that the aides had been "good" in the skills they were called upon to help teach, and that they had been friendly, helpful, and cooperative. Eighty percent of the teachers felt that there had been no problem regarding aides' attendance.

When teachers and aides were asked to indicate advantages and disadvantages of the use of aides to the classes, a variety was suggested. However, the only items mentioned repeatedly were individual help to pupils and clerical help to the teacher, the former receiving more emphasis than the latter.

The teachers went into the program with the expectation that training an aide would put an extra burden on the teacher's time. This did not occur: the final inquiry showed that teachers felt they had been saved time by the aides, even during the training period. The above in-class observations bear this out, as do the teachers' reports that before the aides came they had had to spend almost twice as much time outside of class doing work pertaining to the class, as when they had the aides (see Appendix D).

A particularly interesting finding, which seems to summarize the above data, is that teachers felt that they could effectively handle larger classes with aides than without. Teachers reported they could effectively teach classes of mean 14.33 pupils alone, while with an aide, they felt they could serve classes of mean #25.53 pupils effectively. This is consistent with the above data, and may be the soundest basis for estimating the benefit, in relation to cost, of using aides in the classrooms.

<u>Data from the Files of the Cleveland Board of Education</u>:

The psychologist evaluator reviewed achievement and attendance data from the Board of Education, for classes with and without aides. At the end of the quarter in question, the Metropolitan Achievement Tests were administered in all adult basic education classes. (An administration of the tests at the beginning of the quarter had been planned, but did not take place due to illness of the person responsible.) Only small, insignificant differences between the mean scores of classes with and without aides were noticed.

Further research would be needed to determine possible reasons for this disparity. It is worth noting that in spite of the poorer attendance in classes with aides, their achievement equalled that of classes without aides.

Those aides completing the program had a mean of 2.7 absences. Five had perfect attendance, while 4 had as many as 7 or 8 absences.

Comments by Teachers:

"Very efficient, prompt and conscientious. She takes a great interest in the students, and they all appreciate and respond to her very well."

"My aide is a real help in the classroom, very pleasant, industrious, and seems to enjoy her work. She has a warm personality, yet she commands respect."

"My aide had an early tendency to be critical without knowing the objectives and viewpoint of the teacher. This has lessened, and she has developed an insight and feeling for working with adults. Her personal skills are high. She has done all that was asked of her well, and has shown initiative."

"My aide proved to be a very effective, conscientious and valuable aide and is an asset to the classroom."

"The effectiveness of the aide in the classroom was helpful not only in the areas of skills for learning, but her sincerity and warmth as a person caused the adult students to accept her leadership."

"My aide was most cooperative, resourceful, able to assume responsibility, and would frequently bring in her own materials relative to class assignments. She related well with the students and showed a sincere willingness to devote time and energy necessary to discharge her duties."

WORKSHOP STATISTICS

I.	Dates of Workshop	February 10, 1967-May 20, 1967
II.	Number of Aides	20
III.	Number of Teachers	20
IV.	Number of Aides Completing Workshops	18
V.	Teachers in Workshops	24 hours
VI.	Aides in Workshops	30 hours
VII.	Aides Observation in Classroom	6 hours
VIII.	Aides Assisting in Classroom	60 hours
IX.	Aides in Workshop, Classroom Observation, and Assisting in Classroom	96 hours

Appendix A

PROJECT SCHEDULE

February 10, 1967 (3 hour workshop)

I. 9:00 a.m. Workshop convened for teachers only
II. Welcome by the director
III. Presentation of program proposal including roles of sponsoring organizations and mechanics of program
IV. Discussion of the role of aides
    a. Previous experience
    b. Nature of duties
V. Address by Mrs. Edith Gaines, Project Director for Teacher Assistant Training Program
    a. Attitudes in relation to aides
    b. Psychological and sociological backgrounds of aides as well as training for usefulness in classroom
VI. Discussion of evaluative criteria led by Dr. Slobin of Cleveland College.

February 18, 1967 (3 hour workshop)

I. 9:00 a.m. Workshop convened for teachers and aides
II. Introduction of teachers and aides
III. Address by Mrs. Ellen Wilde, Coordinator of Adult Basic Education:
    a. Need for basic education for adults.
    b. Subject areas covered at levels I, II and III for both the American and foreign-born adults
IV. Distribution of materials forreading and oral reports.

February 25, 1967 (all day workshop)

I. 9:00 a.m. - Workshop convened for teachers and aides
II. Theoretical discussion and demonstration lesson which included the proper setting for use of visual aids by Mr. Leonard Dickinson of Case Western Reserve University
III. Address, "Characteristics of Audlts in Basic Education Classes," by Mrs. Wanda Green, Assistant Director of the Adult Education Center.
IV. Divided into groups to discuss basic education goals, curriculum, class routine, textbooks, etc., for each level
V. Address, "How Adults Learn," by Dr. Lillian Hinds

February 27 - March 3, 1967 - Aides observation in classroom (6 hours)

March 4, 1967 (3 hour workshop)

I. Workshop convened for teachers and aides
II. Mr. Edmund Cohen distributed questionnaires for evaluation
III. Presentation and demonstration of the oral approach to teaching English in basic education classes (American and foreign-born students) conducted by Mrs. Norma Ringler
IV. Teachers and aides met in individual level groups to discuss classroom activities for following week

March 6-10, 1967 - Aides began assisting in the classroom with teachers

March 11, 1967 (3 hour workshop)

I. 9:30 a.m. - Workshop convened at the Main Public Library for aides only

II. Teaching machines, supplemental materials were made available, and demonstrations were conducted by Mr. Thomas Barensfeld of the Main Library

March 13-23, 1967 - Aides continued assisting in the classroom with teachers

March 24 - April 2, 1967 - Easter vacation

April 3-7, 1967 - Aides continued assisting in the classroom with teachers

April 8, 1967 (3 hour workshop)

I. 9:00 a.m. - Workshop convened for aides only
II. Reports by aides on classroom activities
III. Presentation and demonstration by Dr. Lillian Hinds on The Background in Development of English Language

April 10-21, 1967 - Aides continued assisting in the classroom with teachers

April 22, 1967 (3 hour workshop)

I. 9:00 a.m. - Workshop convenes for teachers and aides
II. Presentation and demonstration by Dr. Lillian Hinds, showing how aides may assist teachers and how teachers may use aides to the best advantage when teaching the Words in Color method of reading
III. Presentation by Mrs. Valerie Morgan, reading consultant at the public library of Attitudes and relationship to students and problems. Adjustment of teaching materials to their needs.
IV. Teacher demonstration on the use of the following:
    a. Flip chart
    b. How to teach the use of the dictionary
    c. Methods of counseling adult basic education students

April 24 - May 5, 1967 - Aides continue assisting in the classroom

May 6, 1967 (3 hour workshop)

I. Workshop convenes for teachers and aides
II. Teacher demonstrations in the following areas:
    a. How to teach the foreign-born to speak English
    b. How to use the statistical scope in a reading lesson
    c. How to teach arithmetic to multi-level groups
    d. How to teach reading to the absolute illiterate
III. Movie on the Ant, Brotherhood of Man, and Automation at Workshop as a demonstration for the proper use of visual aids in broadening the horizon of basic education students for development of vocabulary and understanding of human relationship in society.

May 8-19, 1967 - Aides continue assisting in the classroom

May 20, 1967

I. The final workshop convened at 9:00 a.m. for teachers and aides
II. Mrs. Sokel, a social studies consultant, showed how the movies "The Ant","The Brotherhood of Man", and "Automation", which were shown during the previous workshop, could be developed into a very worthwhile basic education and social studies lesson. She also developed and amplified ideas instituted at the May 6 workshop.
III. Evaluation meeting with teachers and aides
IV. Lunch and the presentation of certificates to aides who qualified

SUMMARY

I. We attempted through discussion with our consultants and through inter-action in small discussion groups to translate theory into practical use.

II. We attempted to bring the teachers and aides up-to-date with the latest published materials in basic education.

III. Through our visit to the Main Public Library, we attempted to acquaint the aides with teaching equipment available and to give them new ideas for making materials which would be helpful in the classroom.

IV. We attempted to show the basic methods of teaching the various language arts, the social studies, and arithmetic to adults.

V. We attempted to exhibit to the aides and teachers, good methods and techniques for teaching adults. We used such methods as general meetings with teachers and aides, demonstrations, small discussion groups, films, personal conferences, and exhibits.

We cannot, at this time, measure the total effectiveness of the workshop experience on the teachers and the aides. However, we feel that the real values of the workshop will be revealed gradually over a period of the next several months.

APPENDIX B
Observer Ratings of Classroom Activity

Teachers				Aides	
With Aides Early %	With Aides Late %	Without Aides %		Early %	Late %
0	0	.3	1. Is out of room.	10.9	54.5
21.7	21.6	25.0	2. Lectures entire class.	0	0
.8	0	2.7	3. Lectures a group of the class.	0	0
1.3	1.5	.3	4. Answers an individual question.	.5	.6
15.5	19.	24.3	5. Asks a question, soliciting answer from individual.	1.1	2.0
14.2	5.1	12.0	6. Listens as student recites.	10.9	21.0
93	1.5	1.0	7. Recites together with class or group.	0	3.0
2.6	.1	2.0	8. Prepares material for class.	3.4	1.2
.4	7.7	.7	9. Does clerical work pertaining to class or corrects homework etc.	38.7	12.7
1.3	2.0	0	10. Confers with teacher, aide or outside person	1.1	2.4
0	0	0	11. Is idle. (smokes, drinks coffee, combs hair, etc.)	3.4	3.0
6.2	8.2	3.0	12. Assigns or dictates work, or collects assignment.	.5	1.0
0	11.3	0	13. Dictates a test.	0	0
8.8	10.3	8.5	14. Supervises a class individually and collectively at individual activity.	2.3	4.0
15.1	8.7	17.8	15. Gives individual help.	26.5	22.4
2.2	1.5	.6	16. Works with audio-visual materials.	0	0

Students Individually				Students Collectively		
53.2	33.5	49.1	1. Appears to attend to presentation before class or group.	39.9	27.0	49.2
.4	1.6	0	2. Asks teacher or aide a question.	.3	.8	0
6.4	8.2	5.9	3. Answers question of teacher or aide.	11.0	8.0	7.9
3.9	2.7	1.7	4. Recites in unison with teacher or aide.	7.9	4.6	3.4
3.4	.5	1.7	5. Recites individually before class or group.	7.8	5.4	2.5
4.4	1.6	0	6. Prepares materials for next lesson.	3.4	1.6	0
10.9	14.2	14.6	7. Does written work by self.	10.2	15.1	15.5
0	1.6	1.0	8. Does written work as teacher dictates.	0	1.2	.3
0	11.5	0	9. Takes dictated test.	0	8.0	0
0	6.0	2.7	10. Takes written test.	0	4.6	2.5
1.9	2.7	2.7	11. One receives individual help from teacher or aide.	2.6	14.3	6.3
1.9	3.2	0	12. More than one receives individual help from teacher or aide.	8.7	2.1	.3
.9	1.6	4.1	13. Student prompts or is prompted by other student.	1.1	0	1.2
9.4	1.6	10.1	14. Reads silently or other solitary activity.	3.4	0	9.5
0	.5	3.1	15. Socializes with other students.	1.9	.4	.6
1.9	8.2	2.7	16. Is idle and appears inattentive.	1.1	5.9	.3
% With Aides Early	% With Aides Late	% Without Aides		% With Aides Early	% With Aides Late	% Without Aides

With Aides Early: N=13 rater visits.
With Aides Late: N=12 rater visits.
Without Aides: N=18 rater visits.

APPENDIX C

Questions Asked of both Teachers and Aides
(N=16) (N=16)

A. Likert items were given at beginning and end of program (changes in wording between administrations in parentheses):

1. As a result of the use of an aide to the teacher in (my) adult education class(es), I(expect)(believe) the effectiveness and efficiency of the class(es)(to):

5	4	3	2	1
improve(d) very much.	improve(d) somewhat.	neither improve(d) nor decline(d).	decline(d) somewhat.	decline(d) very much.

Teachers: early, 4.17; late, 4.42. Improvement significant at .1 level.
Aides: early, 4.70; late, 4.69. Insignificant change.

2. As a result of the use of (an) aide(s) to (the) teacher(s), I expect (believe) the effort the teacher(must)(had to) put forth in the class(es) (itself) (themselves)(to):

5	4	3	2	1
increase(d) very much.	increase(d) somewhat.	neither increase(d) nor decrease(d).	decrease(d) somewhat.	decreased very much.

Teachers: early, 3.65; late, 3.08. Decline significant at .1 level.
Aides: early, 4.00; late, 3.85. Decline insignificant.

3. As a result of the use of (an) aide(s) to (the) teacher (s), I(expect)(believe) the effort the teacher(s)(must)(had to) put forth outside of class to do work pertaining to the class (to):

5	4	3	2	1
increase(d) very much.	increase(d) somewhat.	neither increase(d) nor decrease(d).	decrease(d) somewhat.	decreased(d) very much

Teachers: early, 3.25; late, 2.67. Decline significant at 1 level.
Aides: early, 2.08; late, 2.77. Increase significant at .1 level.

4. As a result of the use of (an) aide(s) to (the) teacher(s), I (expect)(believe) the morale and satisfaction of the teacher(s) (to):

5	4	3	2	1
improve(d) very much.	improve(d) somewhat.	neither improve(d) nor decline(d).	decline(d) somewhat.	decline(d) very much.

Teachers: early, 3.92; late 3.75. Insignificant decline.
Aides: early, 4.30; late, 4.54. Insignificant increase.

5. As a result of the use of (an) aide(s) to (the) teacher(s), I (expect)(believe) the morale and satisfaction of the students (to):

5	4	3	2	1
improve(d) very much.	improve(d) somewhat.	neither improve(d) nor decline(d).	decline(d) somewhat.	decline(d) very much.

Teachers: early, 4.00; late, 4.17. Insignificant increase.
Aides: early 4.31; late, 4.92. Significant increase.

6. As a result of the use of (an) aide(s),to (the) teacher(s),/ I (expect to be)(am) generally:

5	4	3	2	1
much more satisfied than (I am now) (I was before).	somewhat more satisfied that (I am now) (I was before)	just as satisfied as (I am now) (I was before)	somewhat less satisfied than (I am now) (I was before)	much less satisfied than (I am now) (I was before)

Teachers: early, 3.67; late, 4.25 Increase significant at .05 level.
Aides: early, 4.33; late, 4.25. Decrease insignificant.

B. Teachers and aides were given opportunity at the end of the program to list advantages and disadvantages of the program, with the following results:

Teachers - advantages

Give individual help - 81%
Do clerical tasks - 63%
Save teacher time - 37%
Improve class morale - 19%
Generate ideas - 19%
Work with small groups - 19%
Operate audio-visual equipment - 6%
Do individual testing - 6%
Do drill - 6%

- disadvantage

Unreliability -6%

Aides - advantages

Give individual help - 81%
Do clerical tasks - 37%
Save teacher time - 44%
Improve class morale - 12%
Generate ideas - 12%
Work with small groups- 12%
Make teaching aides - 12%
Run errands - 12%
dittoes - 6%
drill - 6%
Operate Audio-visual equipment

-disadvantages

none

7. How large a class do you believe you could effectively teach alone? 14.33 (mean)

8. How large a class do you believe you could effectively teach with the help of an aide? 25.53 (mean) (P=.01)

9. Was unsatisfactory attendance on the part of your aide a problem?

Yes - 20%
No - 80%

APPENDIX D

Questions Asked of Teachers Only (Aides not present)
N-15

How was the general attitude of your aide? (i.e., friendliness, cooperation, helpfulness, etc)

5	4.33	4	3	2	1
very good		good	satisfactory	poor	very poor

Average response: - 4.33 (good+)

2. How effective was the aid in performing the various non-teaching classroom tasks? (clerical, audio visual, working with materials, etc.)

5	4.20	4	3	2	1
very effective		fairly effective	adequately effective	fairly ineffective	very ineffective

Average response: - 4.20 (good+)

3. How effective was the aide in giving individual help and/or helping groups of class members?

5	4.0	4	3	2	1
very effective		fairly effective	adequately effective	fairly ineffective	very ineffective

Average response: - 4.0 (good)

Please evaluate your aide's mastery of the skills being taught, which he or she was called upon to help teach.

5	4	3.93	3	2	1
Excellent	good		adequate	poor	very poor

Average response: - 3.93 (good+)

5. Before you had an aide, how much of your own time per week did you spend on class matters? 4.43 (mean) hours

6. While you have had an aide, how much of your own time per week have you spent on class matters? 2.78 (mean) (P=.01) hours

APPENDIX E
PROJECT PROPOSAL
(as submitted to the Ohio Board of Regents)

I

PROBLEM AREA: EDUCATIONAL SERVICES FOR THE DISADVANTAGED

It is reliably estimated (1960 census) that more than 50,000 adult Clevelanders are functionally illiterate. These persons lack the basic educational experiences and skills required for any but the lowest levels of employment. It is unknown how many additional persons are barred from employment, or from advancement, by inadequate educational achievement.

Study after study reveals the correlation between educational deficiency and unemployment, as well as the shrinking job opportunities for those who lack basic education. More recently, inter-relationships between under-education and other major problems of our society have become apparent.

Massive efforts to remedy the situation are under way. The Cleveland Board of Education's Adult Education Division is the only agency in Cuyahoga County receiving federal assistance for adult basic education during this fiscal year. Funds have been reduced, posing the unhappy alternatives of (1) classes larger than one teacher can instruct effectively, or (2) reduction in number of classes. Either would be undesirable in view of the great need and of the increasing numbers of disadvantaged adults desiring to improve their living by acquiring basic educational skills. Further, the shortage of teachers trained and experienced in teaching adult basic education, or in working with adults from poverty communities, is not likely to abate in the foreseeable future.

II

PROGRAM DESCRIPTION

To increase opportunity for, and quality of, basic education for the disadvantaged, Cleveland College of Western Reserve University, in cooperation with the Adult Education Division of the Cleveland Board of Education, proposes to train 20 aides for adult basic education classes through the program described below. A trained aide's performance of necessary classroom tasks of non-professional nature will free the professional teacher to concentrate on professional functions, thus enabling her to instruct larger classes more effectively. The program will be carefully evaluated to determine its results. The Adult Education Division of the Cleveland Board of Education anticipates employing the aides immediately at the conclusion of the training project.

Much evidence supports the premises on which this proposal is based:

a. that classroom tasks of a non-professional nature can be undertaken by trained aides, thus freeing the teacher for professional tasks;
b. that teachers need, and will welcome, the assistance of aides;
c. that peer-group, members, carefully selected and trained, can become effective aides in the learning process of the disadvantaged;
d. that peer-group members can help bridge whatever cultural gulf may exist between teacher and student.

Objectives of the project will be the following:

a. to delineate existing classroom tasks which can be appropriately delegated to trained aides;
b. to discover additional ways in which aides can further the educational process;
c. to develop in the trainees those attitudes, understandings, and skills necessary to perform the designated tasks;
d. to help teachers make optimum use of the services of aides;
e. to prepare aides for meaningful educational service, for which they will receive compensation

PROGRAM DESCRIPTION

We propose the following steps to accomplish our objectives:

1. Selection of 20 trainees and 20 teachers, to be paired during the training period; i.e. one teacher and one aide.

   Experienced teachers will be selected from among those to be employed by the Cleveland Board of Education from January through June 1967 in basic education classes. Criteria for selection will include the following:
   - successful performance in the classroom
   - interest in, and commitment to, the training project
   - anticipated need for the help of an aide
   - estimated ability to make optimum use of an aide's services

   Trainees will be selected from a group who were briefly employed by the Board of Education for school-related tasks outside the classroom. Criteria for selection will include the following:
   - High school graduation or equivalent
   - communication skills, both oral and written, as measured by records now on file, and personal interview (see below)
   - successful performance on previous assignment
   - membership in peer group; residence in neighborhood
   - personal interview to assess motivation, interest, and desire to serve after training

2. Workshop I A - for Teachers (12 hours)

   This concentrated orientation to basic plan of the project will involve the teachers in planning, implementation, and evaluation. Faculty will present results of recent investigations and experiments relative to the use of peer-group members as aides in the learning process (Flint, Michigan, Lippitt experiments, etc.), insights gained in the Teacher Assistants (See Appendix A) program now in progress at W.R.U., and recent investigations of factors which enhance or are detrimental to the learning disadvantaged adults.

   Teachers will explore, under faculty leadership, the experiences of four teachers who have had untrained classroom aides, and will consider what tasks can appropriately be performed by trained aides, as well as what training is needed.

   It is anticipated that these functions will initially be listed in some such categories as those listed below. Throughout the project, teachers will be encouraged to amend and add to this list on the basis of actual experience and experimentation with the aide in the classroom.

   "Housekeeping" : Keeping books, supplies, blackboards, and other equipment ready for use

   securing necessary supplies from office
   distributing materials to students

Preparation of instructional materials: duplicating worksheets
arranging bulletin boards
making charts, maps, graphs
setting up displays
operating visual aid equipment

Clerical:
keeping attendance records
preparing weekly attendance reports
scoring (as distinct from grading) students' papers, with key provided by teacher
keeping progress charts, reports, records

Work with students: checking work in progress to help teacher locate needs for special help
assisting individual students or small groups to overcome special learning difficulties, as directed and supervised by teacher

Cultural liaison: helping to interpret student problems to the teacher
helping to interpret teacher's directions to students

A part of the Teacher's Workshop IA will be devoted to introducing teacher and aide, who will work together throughout the training period. Specific tasks will be assigned for this team conference, such as the teacher's explanation of what she will be teaching, examining books and workbooks with the aide,etc.

Workshop IB - for Aides (12 hours)

This workshop will be structured to achieve these objectives:
to clarify purpose and plan of the training project
to give the aide an over-view of adult basic education; principles, curriculum, materials, classroom organization and procedure
to acquaint aides with an elementary understanding of how adults learn, what helps and what hinders
to develop a framework for the aide's observation - what to look for and why
to introduce teacher with whom aide will be working

3. Observation in the Classroom (6 hours)

Each aide will spend six hours in directed observation in the classroom with the teacher. The aide should engage in no other activity during this period.

4. Workshops 2, 3, 5 (3 hours each) for Teachers and Aides

Flexible structure will be devised to permit conferences of teachers only, conferences of aides only, clinics and/or conferences of both groups together, and paired conferences of teacher-aide teams.

Director, faculty, and consultants will plan content of these workshops to capitalize on the interim experience of teacher-aide teams, to give demonstrations and practice to aides to develop competence for specified classroom tasks, to extend and deepen understanding sought for in the orientation period, and to assess progress and needs at each stage of the project.

5. Workshops 4,6 (3 hours each) for Aides

   These sessions will give concentrated attention to skill-training, as well as to problems which aides need help in solving. The classroom experience of the aides will be drawn upon to help them discern how they can further the educational process.

6. Workshop 7 (3 hours)

   Teachers and aides will come together with director, faculty, and consultants for a final session. Emphasis will be placed on the search for ways in which the project might be improved, and for providing all participants impetus to continue their development after the training project is completed.

7. Work in Classrooms: Aides will work six hours per week for 10 weeks in the period between Workshop 2 and Workshop 7. (See Appendix B time schedule).

III

EVALUATION OF THE TRAINING CURRICULUM

It will be necessary to devise instruments and methods of measuring changes in attitude and behavior of teacher, aide-trainee, and disadvantaged adult student. This will be done by making appraisals before, during, and after the training project, using a variety of techniques.

Work samples: Trained observers, using check sheets structured to provide relevant information, will record precisely the classroom activity of teacher, aide, and students, in accordance with a pre-determined time schedule. A number of such intensive observations will be scheduled in each class, spaced at the beginning, at intervals during, and in the final part of the training period. By comparing these work samples, it will be possible to measure behavioral and attitudinal changes resulting from the training.

Control groups: Classes without aides, in other respects similar to classes with aides, will be identified. The two sets of classes will be compared with regard to the direct evidence of scholastic progress and the indirect evidence, as rates of absenteeism, tardiness, drop-out, etc. The work-sample technique described above may also be used to compare classes.

Instruments: Questionnaires or similar instruments will be developed to compare the attitudes and expectations which teachers hold before the project, at some mid-way point, and again when the project is completed. In like fashion, instruments will be administered to aides. Measurement of attitude changes in students, particularly those near the beginning of literacy education, will probably require structured interviews.

IV

To the best knowledge and belief of Western Reserve University and the Adult Education Division, Cleveland Board of Education, no similar educational program exists or has existed, on the Federal, state, or local level.

V

STATEMENT OF PROFESSIONAL PERSONNEL AND SPECIAL INSTITUTIONAL RESOURCES

1. The curriculum vita of the Project Director is attached. (Appendix C)

2. The Assistant Director will be a professional teacher with outstandingly successful experience in teaching and/or supervision in the field of adult basic education. His familiarity with curriculum, students, operational procedures, and teachers'needs will enable him to assist the Director in detailed planning and administration of the project, including classroom observation, and evaluation. The best qualified person for this post is being sought.

3. The educational program of this project will be interdisciplinary. Western Reserve University faculty from the Departments of Psychology, Education, the School of Applied Social Sciences, and Sociology will bring their knowledge to bear on aspects for which they have specialized knowledge and experience. In addition, professional personnel of the Adult Education Division will be called upon as consultants.

4. The professional staff of Cleveland College will participate in planning, implementation, and evaluation of the project.

5. Facilities of Western Reserve University will be provided for Workshops and conferences. The Adult Education Division, Cleveland Board of Education, will provide laboratory facilities.

VI

EVIDENCE OF INTERACTION WITH COMMUNITY LEADERS IN DEVELOPMENT OF PROGRAM

This proposal has been developed jointly by the professional staff of Cleveland College and the professional staff of the Adult Education Division, Cleveland Public Schools, in a number of conferences.

See Appendix D for confirming letter from Mr. M.A. Hanna, Directing Supervisor, Adult Education Division, Cleveland Public Schools.

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